

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Dr. Sheldon Pavel Ed.D.

Official School Name: Central High School

School Mailing Address: 1700 W Olney Ave
Philadelphia, PA 19141-1198

County: Philadelphia State School Code Number: 3848

Telephone: (215) 276-5262 E-mail: spavel@philasd.org

Fax: (215) 276-4721 Web URL: www.centralhigh.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Arlene Ackerman Ed.D. Superintendent e-mail: aackerman@philasd.org

District Name: Philadelphia District Phone: (215) 400-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Robert Archie

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 171 Elementary schools
(per district designation) 25 Middle/Junior high schools
61 High schools
0 K-12 schools
257 Total schools in district
2. District per-pupil expenditure: 13460

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 27
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	305	336	641
3	0	0	0		10	311	347	658
4	0	0	0		11	236	310	546
5	0	0	0		12	243	305	548
Total in Applying School:								2393

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
29 % Asian
31 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
31 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	1
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)].	47
(4)	Total number of students in the school as of October 1, 2009	2336
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 1%
Total number of limited English proficient students in the school: 22
Number of languages represented, not including English: 15
Specify languages:

*The non-English languages are as follows: Cambodian, Chinese, (Cantonese & Mandarin) Vietnamese, Bangla, Arabic, Spanish, Korean, Twi, Khmer, Pushtu, Urdu, Hindi, Albanian, Russian, Polish

Within the student population at Central High School there are a minimum of 50 other languages represented, however these are not current ELL students.

9. Percent of students eligible for free/reduced-priced meals: 39%
 Total number of students who qualify: 899

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The School District of Pennsylvania indicates our "poverty percentage" at 49%.

10. Percent of students receiving special education services: 1%
 Total number of students served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>2</u>
Classroom teachers	<u>111</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>24</u>	<u>10</u>
Total number	<u>157</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	96%	97%	97%	96%
Teacher turnover rate	12%	9%	5%	10%	12%
High school graduation rate	99%	99%	100%	100%	99%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>510</u>
Enrolled in a 4-year college or university	<u>86%</u>
Enrolled in a community college	<u>11%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>1%</u>
Military service	<u>1%</u>
Other	<u>0%</u>
Total	<u>100%</u>

PART III - SUMMARY

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Central High School (C.H.S.) is the second oldest public high school in the country, chartered in 1836. From the very beginning, Central was designed to be an academic high school for boys. In recognition of its early success, the school was granted the authority to confer all degrees offered by the University of Pennsylvania by an Act of Assembly in 1849. Today, the school still grants degrees to students who demonstrate exceptional academic success, giving them an advantage as they enter post-high school endeavors. In 1958, former President of the school, Dr. William H. Cornog, outlined the mission of Central High school: “A free society cannot endure unless people can be thought to think, to make sound judgments, to analyze and correct error. Central High School believes that youth in considerable numbers can be taught to think about the serious matters of history, religion, philosophy, science, art, and literature. It believes in rigor and discipline and mastery as a means of approaching that responsible citizenship in the world which is among our highest expectations for mature human beings.” Central was later identified as a college preparatory magnet school by the School District of Philadelphia. In addition to the college preparatory focus of the school, Central students are educated in the democratic way of living together in mutual respect and with a common regard for the dignity of each individual. In September of 1983, Central was opened to women creating a school that truly lived up to its claim of democracy and opportunity for the students of Philadelphia. In 1985, Central High School was named a Secondary School of Excellence by the United States Department of Education.

Central students are as diverse as the City of Philadelphia. Almost 2400 students come from seventy different countries and every corner of the city. Forty-nine percent of students are economically disadvantaged and thirty-six percent are mentally gifted or have special needs. A parent once commented that Central’s diversity culturally, economically, etc., “. . . is the way a city should be.” Embracing the diverse student body allows the staff to easily support the mission of shaping responsible citizens in the world. In celebration of Central’s diversity the most exciting day of the year is International Day. Students and staff dress in traditional cultural garb, transform the hallways into different countries, cook over 700 dishes to feed the school community and listen to over 40 different invited speakers.

Having such a large student body demands a large extra-curricular program. C.H.S. boasts twenty-two varsity sports from badminton to football, fifty-two clubs from Juggling to the Indian-Pakistani Cultural Organization, and a music program made up of an orchestra, jazz band, chamber orchestra, voice, and individual student music lessons. The extra-curricular program is key to accomplishing the school’s mission. After school activities give students the opportunity to apply what is learned in the classroom to something specific to their interests. Giving students this freedom of choice helps mold responsible, mature adults ready to enter the larger society.

The school’s community is not just made up of the students. What truly makes Central unique is the partnership among the four pillars of our community. The most obvious two stakeholders are the staff and students, but parents and alumni hold Central accountable to its mission. The Home and School Association works closely with the staff to enhance the educational experience. Parents serve on consulting committees, act as interpreters for other parents, volunteer in the school’s library and support their students’ academic progress. In addition to individual parent efforts, the Home and School awards grants for staff projects and innovation. While it is important that Central changes with the times and stays current with educational research of the day, the Associated Alumni of Central High School (AACHS) plays a huge role in making sure

that Central, while changing, stays true to the original purpose of the school's founders. In support of Central creating critical thinkers, the AACHS helped renovate the school's library aiding C.H.S. in becoming an Apple Demonstration School. Since Central has clear expectations for the goal of a student's education, all four pillars of our community have a clear idea of their role in ensuring that goal is achieved.

Central has demonstrated academic excellence since its inception and continues to do so. While the national trend for SAT scores over the past three years is downward, Central's scores have continued to rise. The school has more than doubled its Advanced Placement participation in the past two years and made Adequate Yearly Progress on the PSSA since the development of the term, keeping Central a leader in the state of Pennsylvania in Reading, Writing and Mathematics. Being accepted into the Blue Ribbon Schools Program would be a great affirmation of the efforts and accomplishments Central has been working on since 1836.

1. Assessment Results:

Central High School's standardized test data show strong and steady performance over five years. Based on our consistent and excellent performance on a variety of assessments over time, Central has been named a Vanguard School by the School District of Philadelphia for the 2010/2011 school year. Central has made AYP in each of the past 5 years and scored at the 97.8% proficient or advanced level in both Reading and Mathematics in 2010. Information about the state of Pennsylvania's assessment system and further information regarding Central High School's PSSA performance is available on the Pennsylvania Department of Education's website: <http://paayp.emetric.net/School/Performance/c51/126515001/3848>.

While Central has made AYP for the past 5 years, we have also shown progress in our scores over time. Five years ago when the instructional leadership team sat down to examine Central's progress and chart its path with the state exam, one of the goals set was moving more students, across all sub-groups, from proficient to advanced level in both Reading and Mathematics. Although Central was and is one of the top scoring schools in the Commonwealth, scoring in the top 5% consistently, the instructional leadership team identified areas that would have the greatest impact on our student body. From these areas, the goal that stood above all others was moving more students, from all sub-groups, into the advanced level category. This goal was set for not only the last five years, but as a mainstay of who we are and what we expect to be as a College Preparatory high school. In order to continue to meet our goal of increasing the number of students in the advanced category, it is necessary to identify trends each year and address the findings.

Some of the trends include:

- PSSA math scores have shown steady growth across all sub-groups over the last five years. In 2005-2006 the percentage of students that scored advanced in PSSA Math was 72.3; however, in 2009-2010 the percentage of students that scored advanced in PSSA Math was 80.4. These PSSA Math scores also show that when one looks specifically at the proficient/advanced category in 2009-2010, there is no achievement gap among the sub-groups. Socio-Economic/Disadvantaged students in this same category scored as well as White students, with both groups scoring 97.1
- In 2005 – 2006 the percentage of students that scored advanced in PSSA Reading was 66.5; however, in 2009-2010 the percentage of students that scored advanced in PSSA Reading was 77.1. It is in this subject area that we have seen the most fluctuation over the five-year period. For example, 96.5 percent of our African-American students scored in the proficient/advanced categories during the 2009-2010 school year, this percent shows a slight drop from the 2008-2009 school year where the African-American students scored 98.8 percent. The percentage of white students who scored advanced was 80.4 in 2005-2006, dipped to 68.4 in 2006-2007, and then rose to 79.8 in 2007-2008, with a final score for the five-year span at 86.2 in 2009-2010. This clearly shows progress over the five-year period.

- In 2005-2006 the percentage of Socio-Economic/Disadvantaged students that scored advanced in PSSA Math was 68.7%. In 2009-2010 that percentage was 80.1, again showing meaningful growth and progress. Various degrees of growth in the advanced category can be seen in PSSA Math sub-groups, such as African-American, Asian, Hispanic, and White.

When examining the combined category of proficient/advanced for all sub-groups across all of the five years, PSSA scores have remained strong and steady in the upper 90 percent range in both Math and Reading. When there is a fluctuation, it is always due to an extremely small number of students in a given year (1-4) that for one reason or another performed poorly. When this occurs, the school addresses the issues, meets the needs of the students while maintaining the integrity of our college preparatory program. Although we are very proud of our student performance on the PSSA over the last five years, it is our mission to continue to enhance student performance while maintaining the absence of any possible achievement gaps.

2. Using Assessment Results:

Central High School utilizes various sources of data for the purpose of improving student and school performance. Local, state, and national standardized test data, grade data, attendance data, and our annual school report card are examples of the assessment results that are systematically utilized in the decision making process to improve our instructional program. The topics for professional development, the focus of departmental meetings as well as our school initiatives are based on what we learn from all available data.

The professional development opportunities we provide for our teachers are instructionally focused and informed by a variety of sources of data. PSSA, SAT I&II, AP, IB, PSAT, and Predictive Test data are examples of the standardized test data we analyze when determining what teachers need in terms of professional development. There are many other sources of data we utilize as well. Teachers have access to all relevant student data and utilize this data to identify trends, adjust instruction according to group and individual needs, and alter instructional methodology. Differentiated instruction, integrating technology, writing across the curriculum, effective lesson planning, and forming interdisciplinary teacher teams are examples of the topics we have already addressed during our sessions this year.

Department chairs play an integral role in generating and sharing relevant data. During departmental meetings as well as during individual conferences, these teacher leaders assist their colleagues with analyzing the effectiveness and validity of assessments, the implementation of the curriculum, and addressing the needs of individual students. This systematic analysis of data has always occurred here at Central High School and continues to expand as additional sources of data become available.

Our school report card, which is issued to us at the beginning of the school year by the Office of Assessment and Accountability, has become a very valuable source of data to consider when creating school initiatives. This year, in response to the student and parent survey results contained in this report, we have implemented an interactive website (Edline) for our teachers, students, and parents to utilize and ultimately enhance communication. This website contains information about school events, individual course requirements, and student progress as well as many other pieces of important information. The website enables parents, teachers, and students to communicate confidentially and keeps lines of communication open beyond the traditional hours of the school day.

3. Communicating Assessment Results:

Central is committed to keeping the lines of communication open to parents, students, and the community. Parents and students receive two (one informal and one formal) written individual student reports of PSSA scores; additionally parents and students are encouraged to access individual student scores on an electronic student profile through student net or family net. This electronic profile is available as long as the student is a student in the School District of Philadelphia. The written report, which is available in a multitude of languages, comes with directions/information on how to interpret the scores. Additionally parents and students are invited to contact the student's school or the school district's parent or assessment resource center if they have any additional questions or concerns. Parents, students and community members are informed about student and school performance through a centralized and statewide press release.

Central High School also publishes school performance data on its website, which makes it available to parents, students, and community members. In addition to the school's performance, parents and students are able to access individual student data regarding grades, attendance, and assignments on our new interactive website. Teachers publish their grades and expectations and have the capability to personalize the communication with each student and family. Parents and students can correspond regularly with teachers through this website and address individual goals, needs, and action plans.

4. Sharing Lessons Learned:

Central staff and administrators work with other district schools and professional organizations to share ideas and strategies.

The School District of Philadelphia has named a number of high achieving schools, including Central, Vanguard Schools. All Vanguard High Schools will be attending a professional development at Central to create an atmosphere of collegial sharing and to address common themes for academically advanced students. We will host a variety of workshops on interdisciplinary and departmental topics. Each department will conduct a roundtable to share ideas and best practices. Staff members from all four schools will help to facilitate these workshops and roundtables in order to build capacity for instructional leadership at Vanguard Schools.

We are sharing with other schools our initiative to improve communication. Central is using Edline to manage the school website and teacher's course pages. We have given demonstrations to other schools on the benefits of this type of system. We are developing online portals for each department to share resources and lessons with other schools. At the Vanguard Professional Development, teachers from each of the Vanguard High Schools will collaborate to develop these web pages. At the same time, they will be learning the skills to become web masters of Edline websites at their own schools.

Many individual teachers, our Cybrarian, and our counselors are leading specific professional developments and collaborative events at schools and conferences. Our Social Studies department is working with Teachers' Curriculum Institute to train teachers to use interactive lessons. We have also sent teachers to Cliveden of the National Historic Trust in order to develop stronger connections between students, the community, and a local historic site.

Finally, International Day at Central is an opportunity to invite other school administrators and personnel to share in an exposition and celebration of Central's rich diversity. On this day we have a multicultural show, guest speakers present to classes, and our hallways are decorated to reflect the many cultures represented at Central. We believe our school is successful, in part, because we celebrate this diversity on a daily basis. We hope that other schools and communities will benefit from the ideas and experiences that the Central community shares on this unique and special day.

1. Curriculum:

Central offers students a challenging college preparatory education. The goal of which is to shape students into critical thinkers and responsible citizens. The curriculum is diverse, interdisciplinary, global minded, and rigorous. It is made up of nine departments: Art, English, World Language, Mathematics, Computer Science, Music, Physical Education, Science, and Social Studies. In addition to our core departments, C.H.S. also offers ESOL, 13 different mentally gifted courses, the International Baccalaureate Diploma Program, twenty-five different Advanced Placement courses, and a required community service component. To help mold our critical thinkers and boost student engagement across the content areas, teachers implement a variety of instructional techniques such as differentiated instruction, writing across the curriculum and cooperative learning.

All stakeholders involved at Central strongly believe in the importance of humanities education in the lives of our students. Due to this belief, students in ninth grade are required to enroll in a quarter year of Art History. In addition to this requirement, students can elect to take Art 2, 3, or 4; Graphic Design; Photography; Sculpture 1 or 2; or Visual Culture.

Not only do we offer our students traditional art classes, Central provides the student body with music options as well. Music offerings include Music Technology Honors, Music Theory AP, World Music, and Introduction to Music, Orchestra, and Choir. Outside of the classroom, students have performed in Israel and Budapest, competed in international music competitions, and played for the Philadelphia community at local concerts. The music department also works in conjunction with the English department to produce an annual musical. In addition to the musical, our students perform in one-act plays sponsored by the English department.

We require that every student take English 1 through 4. All four levels of English requirements include novels, short stories, poetry, plays, essays, and public documents. In lieu of these four basic courses, students can enroll in English 2 Honors, AP Language and Composition, and AP Literature and Composition. In addition to these English requirements, students can choose to take any of the following electives: Creative Writing, Drama, Journalism, Multicultural Literature, Public Speaking, Radio and Television, Thematic Visual Literature, and Victorian Literature. Central English students are encouraged to participate in and have been successful at various competitions such as the M.L.K. Oratorical contest, the National Shakespeare Competition, and the National Vocabulary Bee.

Central's Language Department offers a broad range of opportunities from classes to international travel. Central students must complete a minimum of two years of the same language and are encouraged to continue through a 3rd, 4th, or 5th year. All of our world languages offer Honors and Advanced Placement sections. World Languages include French, Italian, Latin, Mandarin and Spanish.

Quality mathematics skills set the tone for student success not only in Math classes but also in other disciplines such as Chemistry and Physics. Because of this interdisciplinary need, students must study Algebra 1, Geometry, and Algebra II. They are then encouraged to take one or more of the following electives: Pre-Calculus, Elementary Functions, Calculus, AP Calculus AB, AP Calculus BC, or Statistics AP.

Students are required to take a combination of Physical Education and Health all four years. Physical Education builds skills in individual and team sports, and in physical fitness. All activities fall under four categories: the first is fitness and self-reliance, the second is movement, the third is team sports, and the fourth is individual, dual and lifetime sports. Every year, Health classes explore topics outlined by the School District of Philadelphia in addition to the health implications of tobacco, alcohol, and drug abuse.

The regular Science sequence requires all students to complete Fundamentals of Science, Biology, Chemistry and Physics courses. After the successful completion of these classes students can explore other areas within the discipline. The additional classes offered are: Biology 2 AP, AP Chemistry, AP Physics B, AP Physics C, Anatomy and Physiology, Astronomy, Environmental Science AP, Introduction to Forensics, Genetics, Material Science, Microbiology, Organic Chemistry, Pharmacology and Robotics. Due to the broad range of Science experiences available and the dedicated involvement of a teacher, Central students have been successful Science Fair participants at the local, national, and international levels.

The Social Studies Department requires students to finish courses in World History, American History, African American History, and Social Science. Social Studies electives include AP American History, AP American Government and Politics, Asian American Studies, Constitutional Law, AP European History, Geography, New American Studies, Psychology, AP Psychology, AP World History, and a pilot program for Honors African American History. Because of the Social Studies Department's hard work in shaping critical thinkers, they have been the recipients of an AARP grant to encourage teenage civic engagement. Students are asked participate in various activities such as Presidential Classroom, the C-SPAN bus visits, and the Philadelphia Mayoral election debates.

2. Reading/English:

Every English Advanced class is an accelerated, college-preparatory course which exceeds in rigor the university-style program of other high schools in the nation. The academic bar is set high from initial assignments in 9th grade to final exams of 12th.

The time-honored, literature-based Central English Curriculum requires students to read in excess of twelve major works in 9th and advance to twenty-five works in 12th. Central's thematic canon incorporates a rich variety of challenging classic and contemporary works in all genres in their original form.

Students write regularly and read constantly in class and at home. While preparing assignments that range from literary analyses to formal, MLA research papers utilizing primary and secondary sources, they hone critical thinking skills. They read and understand literary criticism and reference it in their writings. Students demonstrate expertise in and ethical understanding of their own work that utilizes but does not plagiarize from others.

All classes review the elements of style, usage, and grammar in accordance to need as displayed in their writing. Students increase vocabulary through contextual and formal study with attention to SAT-style words. They prepare for standardized tests in multiple responses, open-ended questions, and extended essay.

Students maintain a notebook and a literary journal. Their portfolios progress to longer, more sophisticated pieces in all modes. They write creatively and enter numerous contests. Students refine techniques and synthesize skills in oral and written analysis, and develop amplified, university-quality essays.

In pursuit of excellence, differentiated instruction addresses various learning styles and focuses upon students' needs. Teachers identify those evidencing difficulty with rigorous course demands and strategize appropriate individual materials and methods to assure success.

Assessments include a wide and varied series of strategies to promote achievement. These include but are not limited to: tests; quizzes; literary analyses; journals; poems; writing prompts in all modes, including PSSA and SAT; writing portfolio; discussion; oral presentations; memorized recitations; group work; homework; classwork; research paper(s); media evaluation; literary circles; dramatic scenes; technological presentations; peer review; term project(s); conferences; and the formal, collegiate-style midterm and final examinations.

Beyond Advanced classes, Central offers "Honors" English, AP English Language, AP English Literature, MG, and IB for those students desiring challenge above the already-rigorous program. These courses incorporate our literary canon and AP, MG, and IB requirements. In addition, numerous electives such as Journalism, Creative Writing, Drama, and Victorian Literature enhance Central's university-style English program and further reinforce student success.

3. Mathematics:

A strong background in the operations of fractions, decimals, and percent's is necessary for the students to be successful in all math courses at Central High School. Many students come to us having been exposed to a number of topics taught in Algebra I. In the spring, prior to arriving at Central in ninth grade, we offer a test to our incoming freshmen, which gives them the opportunity of testing out of Algebra I and going directly into Geometry or being placed into Algebra I Honors. This is one of the many ways we differentiate instruction for our students.

The students in our Algebra I Honors classes, along with students who earn an A in our regular Algebra I classes are given the opportunity to take two math courses, Geometry and Algebra II in tenth grade. This enables students to take Calculus in twelfth grade, which is something we encourage.

Algebra I is the most fundamental course in our math curriculum. Students learn to think abstractly and for many this is a new concept. It is the foundation of all of the other math courses at Central. We move at a moderate to advanced pace and homework is given on a regular basis to reinforce each of the instructed topics. The other math courses that we offer are Geometry, Algebra II, Pre Calculus, Elementary Functions, and Calculus.

A variety of Computer Science programming classes are offered by the Math Department as well. Computer Science I & II, AP Computer Science, and Web Design offer students instruction in computers that goes beyond their basic use. Teacher recommendations and approvals are necessary to be admitted into these classes for an excellent foundation in math is necessary for success in programming.

Assessments in our math program vary. Tests, quizzes, class work, projects, notebook checks, and group assignments are utilized to assess student progress and inform instruction. Teachers also utilize a variety of instructional techniques to ensure that students master material and are prepared to move on to higher levels of math and science classes that require a strong math knowledge base.

The academic mission at Central High School is to prepare our students for college. In addition to our advanced and honors classes, Central offers MG, IB, and AP courses for those students desiring challenges above the already rigorous math program.

4. Additional Curriculum Area:

Central's High School's Social Studies program is compiled of twenty-one extremely qualified full or part-time teachers, who each bring their area of expertise to their specific classes. In recent years we have had a burst of energy injected into the department through site selection as well as transfers from other schools. The team of teachers is extremely diverse in range of ages and experience. As a result, a number of projects are thriving throughout Central's history department.

The Classrooms for the Future program is an example of one of the prestigious organizations associated with Central High School. Central High School's *Power of Student Voices* program helps connect citizens to the political process and has engaged policymakers across all levels of government. In 2008, Central High School was one of seven schools nationally to win the Ethel Percy Andrus Legacy Award, a \$100,000 prize given by the AARP in celebration of its 50th anniversary. As a result of this award, two classrooms were furnished with smart boards and projectors and students were able to travel to Washington, DC in January 2009 to witness the inauguration of President Barack Obama. Central has also taken part in the Cliveden Project, which is a funded program that engages students and Central's community in helping to discover the history of the Chew family who resided in Central's neighborhood many years ago. Students interested in history can also become a part of the Jewish Oral History Project, a fully funded project in which students can interview elderly Jewish residents of Philadelphia to reconstruct neighborhoods. These students are currently producing a film and booklet. National History Day at Central is also another way students talented in Social Studies can showcase their abilities. Central has always had a large number of competitors over the last three years as well as numerous finalists in the State competition.

The classes the Central's Social Studies department offer range from Geography, to Psychology, to Constitutional Law. Central also offers History and Psychology through our IB program as well as five separate AP courses including European History, Psychology, American History, Government and Politics, and Macroeconomics.

At Central there is a great deal of cooperation and sharing of ideas within the department. Several members have taken on the challenge of school-wide in-service training. This has been extremely effective in creating cross subjects as well as interdisciplinary cooperative projects.

5. Instructional Methods:

Central High School meets the challenge of differentiation in many ways, including varied course offerings, as well as unique assignments and assessments in each class. We offer electives in all academic areas. In the English Department, there is a study in Gothic Literature. In History, there is Philosophy. In addition, we offer more Advanced Placement classes than any other public high school in Philadelphia. Some Advanced Placement courses include Music Theory, Environmental Science, European History, Psychology, Literature, Language, Calculus, Physics, Economics, and many additional Foreign Language AP offerings. Finally, there are optional MG classes for students whose IEPs mandate such. In each of these classes, the curriculum involves discovery learning, Socratic seminars, independent research and varied assessments.

Students of English 4 are asked to complete independent research projects on an author. They create videos to analyze and evaluate literature. Students work in groups to act out original works, present information, and debate examples of Aristotle's definition of tragedy. For assessments, students literally "pick out of a hat" to answer an essay question about an assigned text. Others critique films and participate in challenging group quizzes.

A ninth grade MG History and English class asks students to work together through back-to-back class periods. Various assignments ask students to involve many academic skills and interests simultaneously. Students analyze, synthesize, anticipate, and evaluate – independently and collaboratively. They design, paint, write, debate, and present. They form a cohesive unit as two classes, and curriculum is presented as it melds across time period and thematic lines.

In Materials Science, plastics are paraded as runway models (Polymer Pageant). In other science classes various sophisticated experiments are conducted. The Robotics class builds mechanical structures to accomplish tasks. An Environmental class offers a "Green" fair where they create and manage exhibits for the entire school. Science is presented as a part of everyday life.

Other classes offer additional content to display creative instruction and assessment. Foreign Language students converse in the language they are learning and participate in a school-wide International Day, cooking and presenting foods of various cultures. Conflicts, a course in current events, uses a Roundtable set-up for discussion-based learning about many controversial international topics. In addition, students work together to raise funds to support a voted-upon charity.

Variety in instruction through content, assignments, and delivery are hallmarks of education at Central High School. We pride ourselves on reaching students of varying abilities and interests.

6. Professional Development:

Central High School is taking the lead in creating a unique professional development program that addresses the academic and motivational needs of our students and helps build capacity for instructional leadership among our staff. The effects have encouraged school growth on several tiers. We have added the position of Director of Professional Development this year and he has tapped into the wealth of talent and expertise among our staff to organize and facilitate relevant departmental and interdisciplinary topics, including differentiation of instruction, motivating and interactive lessons, interdisciplinary collaboration, academic integrity, and utilizing technology to improve instruction.

Teachers are using new technological tools and are engaging students in a wider range of rigorous activities that address the diversity among learners. Training on Central's Edline website has enabled many more teachers to provide online access to instructional materials, assignments, and grades, and to communicate with students and parents via email. Teachers are learning to use computers and interactive whiteboards to deliver instruction and to enable students to develop research, writing, and presentation skills. With this increased access to information, new issues of academic integrity have come to light. We have trained teachers in the positive use of Turn-It-In plagiarism detection software to help students proactively identify and correct plagiarized passages in their writing and to educate them about the fair use of intellectual property.

Central teachers have used professional development time to focus on the various sources of data that is available. Teachers analyzed the data, made determinations, and identified students who are in need of targeted instruction. Teachers shared best practices and wrote action plans to increase student achievement through differentiated and targeted instruction.

Central has invited all Vanguard High Schools to collaborate on future professional development in order to create an atmosphere of collegial sharing and to address common themes for academically advanced students. Staff members from the four schools have identified needs and helped to plan workshops. Central will host a variety of these workshops on interdisciplinary and departmental topics. Each department will conduct a roundtable to share ideas and best practices. Staff members from all four schools will help to facilitate these workshops and roundtables in order to build capacity for instructional leadership at Vanguard Schools.

The increased participation among faculty has inspired a high degree of engagement and buy-in that has led to more productive professional development and, in turn, has contributed to a more positive and effective learning environment for students.

7. School Leadership:

The stability created by having the same individual as the President of Central High School for the past twenty-seven years has focused the school on academics. Operating from a perspective of including and valuing the contributions of all constituencies, Central has enabled students, staff, parents and alumni to all offer their respective visions and contribute to the school's achievement. Regular academic cabinet meetings determine program direction. Monthly alumni and home and school meetings are inclusive, attended by administration and create a forum for sharing.

When Central was the recipient of extra dollars as a result of its Vanguard status within the School District of Philadelphia, a fourteen person committee met for over twenty hours to set direction, determine allocations of funds, and make collective decisions. When an alumnus generously gave the school a sum of money for student activities, the student government made all of the decisions for utilizing that gift.

Decisions are made through the prism of what is best for students and how adults can expedite those accomplishments. When asked how the principal functions a past union representative stated, "He's not that complicated...just figure out what's best for the kids and that is what he does."

Over the twenty-seven year tenure of the President/principal, Central High School has changed from an all-male, 1,000-student population to the current twenty-three hundred plus, totally heterogeneous environment that exists today. Many obstacles have been surmounted and many initiatives have been made to include all students and ensure everyone feels that he or she is a valued part of Central without losing an academic focus. Two decisions are illustrative of that process; first, all 9th – 11th grade students take the PSAT. This creates a research base and helps all students have the practice necessary for high stakes testing. Second, one of the very first programmatic decisions made by the school President was to implement a program for ELL students. The supposition, proven correct over time, was that students, whose primary language is not English and previously lacked the opportunity, belonged at Central. This decision became the launching point, which has created the Central of 2011; the most diverse multicultural environment that exists anywhere.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: PSSA

Edition/Publication Year: 2010

Publisher: (DRC) Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	98	98	98	97	96
Advanced	80	74	75	68	72
Number of students tested	557	532	510	526	541
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	97	100	98	98	95
Advanced	80	76	71	71	69
Number of students tested	206	193	168	139	227
2. African American Students					
Proficient/Advanced	98	98	95	95	94
Advanced	65	63	65	50	60
Number of students tested	172	165	146	169	192
3. Hispanic or Latino Students					
Proficient/Advanced	93	100	100	100	91
Advanced	78	57	74	49	49
Number of students tested	40	44	35	39	33
4. Special Education Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Proficient/Advanced	100	97	99	100	100
Advanced	90	86	86	90	85
Number of students tested	167	155	150	134	121
NOTES:					

11PA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11

Test: PSSA

Edition/Publication Year: 2010

Publisher: (DRC) Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	98	98	98	97	98
Advanced	77	80	73	59	67
Number of students tested	554	532	510	524	541
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	97	98	97	97	97
Advanced	70	75	68	49	59
Number of students tested	205	193	68	137	227
2. African American Students					
Proficient/Advanced	97	99	97	95	97
Advanced	72	76	70	52	56
Number of students tested	171	165	146	168	192
3. Hispanic or Latino Students					
Proficient/Advanced	95	95	100	95	97
Advanced	70	55	71	56	58
Number of students tested	40	44	35	39	33
4. Special Education Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Proficient/Advanced	98	97	97	98	97
Advanced	74	83	68	56	64
Number of students tested	167	155	150	133	121
NOTES:					

11PA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient / Advanced	98	98	98	97	96
Advanced	80	74	75	68	72
Number of students tested	557	532	510	526	541
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient / Advanced	97	100	98	98	95
Advanced	80	76	71	71	69
Number of students tested	206	193	168	139	227
2. African American Students					
Proficient / Advanced	98	98	95	95	94
Advanced	65	63	65	50	60
Number of students tested	172	165	146	169	192
3. Hispanic or Latino Students					
Proficient / Advanced	93	100	100	100	91
Advanced	78	57	74	49	49
Number of students tested	40	44	35	39	33
4. Special Education Students					
Proficient / Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient / Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Proficient / Advanced	100	97	99	100	100
Advanced	90	86	86	90	85
Number of students tested	167	155	150	134	121
NOTES: Eleventh grade is the only grade that takes the PSSA. Therefore, the school average is the same as the 11th grade average.					

11PA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient / Advanced	98	98	98	97	98
Advanced	77	80	73	59	67
Number of students tested	554	532	510	524	541
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient / Advanced	97	98	97	97	97
Advanced	70	75	68	49	59
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Proficient / Advanced	97	99	97	95	97
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Number of students tested	171	165	146	168	192
3. Hispanic or Latino Students					
Proficient / Advanced	95	95	100	95	97
Advanced	70	55	71	56	58
Number of students tested	40	44	35	39	33
4. Special Education Students					
Proficient / Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient / Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian					
Proficient / Advanced	98	97	97	98	97
Advanced	74	83	68	56	64
Number of students tested	167	155	150	133	121
NOTES: Only the eleventh grade students take the PSSA. Therefore, the school average is the same as the 11th grade average.					

11PA3